



## KANNUR UNIVERSITY

### (Abstract)

Bachelor of Social Work (BSW) Programme- Scheme, Syllabus and Pattern of Question Papers of Core, Complementary Elective and Generic Elective Course under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated colleges with effect from 2019 Admission-Implemented-Orders issued.

---

---

#### ACADEMIC BRANCH

No.Acad.C1/12620/2019

Dated, Civil Station P.O., 25.06. 2019

- 
- 
- Read:-
1. U.O.No.Acad.C2/429/2017 dated,10-10-2017
  2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
  3. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019.
  4. The Minutes of the Meeting of the Board of Studies in Social Work (Cd) held on 13.06.2019
  5. Syllabus of BSW Programme , Submitted by the Chairperson, Board of Studies in Social Work (Cd), dated , 15.06.2019

#### ORDER

1. A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG programmes in Affiliated colleges of the University.
2. The meeting of the Members of the Curriculum Restructuring Committee and the Chairpersons of different Boards of Studies held, vide the paper read (2) above, proposed the different phases of Syllabus Revision processes such as conducting the meeting of various Boards of Studies ,Workshops, discussions etc.
3. The Revised Regulation for UG programmes in Affiliated colleges under Choice Based Credit and Semester System(in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (3) above.
4. Subsequently, as per paper read (4) above, the Board of Studies in Social Work (Cd) finalized the Scheme, Syllabus & Pattern of Question Papers for Core, Complementary Elective & Generic Elective Course of BSW Programme to be implemented with effect from 2019 Admission.

5. As per paper read (5) above, the Chairperson, Board of Studies in Social Work (Cd) submitted the finalized copy of the Scheme, Syllabus & Pattern of Question Papers of BSW Programme for implementation with effect from 2019 Admission.

6. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(I) of Kannur University Act 1996 and all other enabling provisions read together with accorded sanction to implement the Scheme, Syllabus & Pattern of Question Papers (Core/Complementary Elective/Generic Elective Course) of BSW programme under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) in the Affiliated colleges under the University with effect from 2019 Admission, subject to reporting before the Academic Council.

7. The Scheme, Syllabus & Pattern of Question Paper of BSW Programme are uploaded in the University website ( [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))


Orders are issued accordingly.

Sd/-  
DEPUTY REGISTRAR(ACADEMIC)  
for REGISTRAR

To  
The Principals of Colleges offering BSW Programme

- Copy to:-
1. The Examination Branch (through PA to CE)
  2. The Chairperson, Board of Studies in Social Work (Cd)
  3. PS to VC/PA to PVC/PA to Registrar
  4. DR/AR-I, Academic
  5. The Computer Programmer(for uploading in the website)
  6. SF/DF/FC

Forwarded/By Order

  
SECTION OFFICER





**KANNUR UNIVERSITY**

**BOARD OF STUDIES, SOCIAL WORK (Cd)**

***SYLLABUS FOR SOCIAL WORK CORE COURSE,  
COMPLEMENTARY ELECTIVE COURSE  
FOR BACHELOR OF SOCIAL WORK (BSW)  
PROGRAMME AND GENERIC ELECTIVE COURSES***

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2019 ADMISSION ONWARDS)**

---

**KANNUR UNIVERSITY**  
**VISION AND MISSION STATEMENTS**

**Vision:** To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

**Mission:**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

## **Kannur University**

### **Programme Outcomes\***

#### **PO 1.Critical Thinking:**

1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
3. Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

#### **PO 2.Effective Citizenship:**

1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
2. Develop and practice gender sensitive attitudes, environmental awareness, the ability to understand and resist various kinds of discriminations and empathetic social awareness about various kinds of marginalisation.
3. Internalise certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

#### **PO 3.Effective Communication:**

1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language
2. Learn to articulate analysis, synthesis, and evaluation of situations and themes in a well-informed manner.
3. Generate hypothesis and articulate assent or dissent by employing both reason and creative thinking.

#### **PO 4.Interdisciplinarity:**

1. Perceive knowledge as an organic comprehensive, interrelated and integrated faculty of the human mind
2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

**Kannur University**

**Programme Specific Outcome of Bachelor of Social Work (BSW) Programme\***

PSO 1: Understand the society and social realities

PSO 2: Understand evolution, concepts, settings and principles of social work

PSO3: Understand methods, skills and techniques relevant to social work practice

PSO4: Practice, imbibe and demonstrate skills and techniques relevant to social work practice

PSO 5: Develop personal and professional competencies relevant to different fields of social work

PSO 6: Develop skills for knowledge generation through research-oriented data collection, case studies, field work

PSO 7: Understand the preliminaries of different types of counseling and equip with further training to become a successful counsellor.

## **PREFACE**

Social Work is a practice based profession emerged as a response to the needs of the vulnerable and the marginalized and the society at large. Bachelor of Social Work is a foundation programme for the initiation of practice in the field of social work. The syllabus proposed is prepared based on feedback from various stakeholders viz. students, teachers, social work practitioners, employers and experts from allied fields. A draft version of the syllabus devised by social work educators was deliberated thoroughly in the workshop for curriculum revision. The syllabus comply with the UGC Model Curriculum (2001) and UG Regulations of Kannur University.

Chairperson

Board of Studies, Social Work(UG)  
Kannur University

## INDEX

ITEM	PAGE NO:
<b>BSW PROGRAMME- WORK AND CREDIT DISTRIBUTION STATEMENT</b>	
<b>PART A:</b> <b>BSW CORE COURSES- WORK AND CREDIT STATEMENT &amp; SYLLABUS</b>	
<b>PART B:</b> <b>BSW COMPLEMENTARY ELECTIVE COURSES- WORK AND CREDIT STATEMENT &amp; SYLLABUS</b>	
<b>PART C:</b> <b>BSW GENERIC ELECTIVE COURSES- WORK AND CREDIT STATEMENT &amp; SYLLABUS</b> <b>(FOR STUDENTS OF OTHER DEPARTMENTS)</b>	



## **General Information**

- 1. Title of the programme:** This DEGREE shall be called BACHELOR OF SOCIAL WORK
- 2. Eligibility for admission:** Admission shall be made from the Candidates who have passed the Plus Two or equivalent examination with minimum 45% of marks.
- 3. Duration of the programme:** The duration of the BSW programme of study is three academic years with six semesters.
- 4. Medium of Instruction:** The medium of instruction and examination shall be in English.

**BSW PROGRAMME- WORK AND CREDIT DISTRIBUTION STATEMENT**

<b>Semester</b>	<b>Course Title*</b>	<b>Credit</b>	<b>Hours per week</b>	<b>Total Credits</b>	<b>Total Hours</b>
I	Common Course( English I)	4	5	19	25
	Common Course (English II)	3	4		
	Additional Common Course –I	4	4		
	Core Course I: Introduction to Social Work	4	6		
	Complimentary Elective Course I: Sociological Concepts for Social Work	4	6		
II	Common Course ( English III)	4	5	23	25
	Common Course ( English IV)	3	4		
	Additional Common Course – II	4	4		
	Core Course II: Working with Individuals and Families	4	4		
	Core Course III: Field Work: Development exposure Social Work Camp	4	3		
	Complementary Elective Course II: Psychology for Social Work	4	5		
III	General Awareness Course I: Disaster Management	4	5	20	25
	General Awareness Course II: Introduction to Indian Constitution and Judiciary	4	5		
	Core IV: Working with groups and communities	4	5		
	Core V: Field Work- Theoretical concepts and practical orientation in field work	4	4		
	Complementary Elective Course III: Public Health and Sanitation	4	6		

IV	General Awareness Course III: Entrepreneurship Development for Social Work Practice	4	4	24	25
	General Awareness Course IV: Management Information System (MIS) for Social Work	4	4		
	Core Course VI: Social Work Research and Statistics	4	4		
	Core Course VII: Theory and Practice of Counselling	4	4		
	Core Course VIII: Field Work in GO/NGO settings	4	4		
	Complimentary Elective Course IV: Human Resource Management	4	5		
V	Core Course IX: Social Welfare Administration	4	6	18	25
	Core Course X: Panchayath Raj System	4	6		
	Core Course XI: Research Project Work	4	5		
	Core Course XII: Field Work- Social Work Study Tour, Reporting and Presentation	4	6		
	Generic Elective Course V : Social Work Concepts and Practices	2	2		
VI	Core Course XIII: Social Legislation	4	6	16	25
	Core Course XIV: Sustainable Development and Participatory Approaches	4	6		
	Core Course XV: Marginalized and underprivileged sections of Indian Society	4	6		
	Core Course XVI: Field Work- Internship in Social Work Settings	4	7		
Total				120	150

<b>Total credits</b>			<b>Number</b>	<b>Credits</b>
1	Common Courses/ General Awareness Course	English	4 courses	14
		Additional Language	2 Courses	8
		General Awareness Course	4 Courses	16
2	Complementary Elective Courses		4 Courses	16
3	General Elective Courses		1 Course	2
4	Core Courses	Courses	9 Courses	36
		Field Work 1	1 Course	4
		Field Work 2	1 Course	4
		Field Work 3	1 Course	4
		Field Work 4	1 Course	4
		Field Work 5	1 Course	4
		Internship	1 Course	4
		Research Project	1 Course	4
<b>Total</b>			<b>31</b>	<b>120</b>

**Table of Common Courses (English and Additional Language) for BSW Programme**

Sl. No	Course Code	Type of Course	Course Title	Semester	Hours/Week	Credits	Marks
1	1A01ENG	Common I		I	5	4	50
2	1A02ENG	Common II		I	4	3	50
3	1A07ADL	Common III		I	4	4	50
4	2A03ENG	Common IV		II	5	4	50
5	2A04ENG	Common V		II	4	3	50
6	2A08ADL	Common VI		II	4	4	50
<b>Total</b>						<b>22</b>	<b>300</b>

**Table of General Awareness Courses BSW Programme  
(E= External, I = Internal, T = Total)**

Sl. No	Course Code	Type of Course	Course Title	Semester	Hours/Week	Credits	Marks
1	3A11BSW	General Awareness Courses I	Disaster Management	III	5	4	E-40 I-10 T-50
2	3A12 BSW	General Awareness Courses II	Introduction to Indian Constitution and Judiciary	III	5	4	E-40 I-10 T-50
3	4A 13 BSW	General Awareness Courses III	Entrepreneurship Development for Social Work practice	IV	4	4	E-40 I-10 T-50
4	4A 14 BSW	General Awareness Courses IV	Management Information System (MIS) for Social Work	IV	4	4	E-40 I-10 T-50
<b>Total</b>						<b>16</b>	<b>200</b>

**Table of Complementary Elective Courses for BSW Programme**  
(E= External, I = Internal, T = Total)

Sl. No	Course Code	Type of Course	Course Title	Semester	Hours /Week	Credits	Marks
1	1C01BSW	Complementary Elective Course I	Sociological Concepts for Social Work	I	6	4	E-40 I-10 T-50
2	2C02BSW	Complementary Elective Course II	Psychology for Social Work	II	5	4	E-40 I-10 T-50
3	3C03BSW	Complementary Elective Course III	Public Health and Sanitation	III	6	4	E-40 I-10 T-50
4	4C04BSW	Complementary Elective Course IV	Human Resource Management	IV	5	4	E-40 I-10 T-50
<b>Total</b>						<b>16</b>	<b>200</b>

**Table of Generic Elective Course for UG Programme**  
(E= External, I = Internal, T = Total)

Sl. No	Course Code	Type of Course	Course Title	Semester	Hours /Week	Credits	Marks
1	5D01BSW	Generic Elective Course	Social Work Concepts and Practices	V	2	2	E- 20 I- 05 T-25
<b>Total</b>						<b>2</b>	<b>25</b>

**Table of Core Courses for BSW Programme  
(E= External, I = Internal, T = Total)**

Sl No	Course Code	Type of Course	Course Title	Semester	Hours /Week	Credits	Marks
1	1B01BSW	Core Course I	Introduction to Social Work	I	6	4	E-40 I-10 T-50
2	2B02BSW	Core Course II	Working with Individuals and families	II	4	4	E-40 I-10 T-50
3	2B03BSW	Core Course III	Field Work- Development exposure Social Work Camp	II	3	4	T-50
4	3B04BSW	Core Course IV	Working with Groups and Communities	III	5	4	E-40 I-10 T-50
5	3B05BSW	Core Course V	Field Work- Theoretical concepts and practical orientation in field work	III	4	4	T-25
6	4B06BSW	Core Course VI	Social Work Research & Statistics	IV	4	4	E-40 I-10 T-50
7	4B07BSW	Core Course VII	Theory and Practice of Counselling	IV	4	4	E-40 I-10 T-50
8	4B08BSW	Core Course VIII	Field Work in GO/NGO settings	IV	4	4	T-25
9	5B09BSW	Core Course IX	Social Welfare Administration	V	6	4	E-40 I-10 T-50
10	5B10BSW	Core Course X	Panchayath Raj System	V	6	4	E-40 I-10 T-50
11	5B11BSW	Core Course XI	Research Project Work	V	5	4	E-40 I-10 T-50
12	5B12BSW	Core Course XII	Field Work- Social Work Study Tour, Reporting and presentation	V	6	4	T-75

13	6B13BSW	Core Course XIII	Social legislation	V	6	4	E-40 I-10 T-50
14	6B14BSW	Core Course XIV	Sustainable Development and Participatory Approaches	VI	6	4	E-40 I-10 T-50
15	6B15BSW	Core Course XV	Marginalized and Underprivileged Sections of Indian Society	VI	6	4	E-40 I-10 T-50
16	6B16BSW	Core Course XVI	Field Work- Internship in Social Work Settings	VI	7	4	T-50
<b>Total</b>						<b>64</b>	<b>775</b>

**Table of Total Courses for BSW Programme (Excluding English and Additional Language)  
(E= External, I = Internal, T = Total)**

Sl No	Course Code	Type of Course	Course Title	Semester	Hours /Week	Credits	Marks
			<b>Semester 1</b>				
1	1B01BSW	Core Course I	Introduction to Social Work	I	6	4	E-40 I-10 T-50
2	1C01BSW	Complementary Elective Course I	Sociological Concepts for Social Work	I	6	4	E-40 I-10 T-50
							<b>100</b>
			<b>Semester 2</b>				
3	2B02BSW	Core Course II	Working with Individuals and Families	II	4	4	E-40 I-10 T-50
4	2B03BSW	Core Course III	Field Work- Development Exposure Social Work Camp	II	3	4	T-50
5	2C02BSW	Complementary Elective Course II	Psychology for Social Work	II	5	4	E-40 I-10 T-50
							<b>150</b>
			<b>Semester 3</b>				

6	3B04BSW	Core Course IV	Working with Groups and Communities	III	5	4	E-40 I-10 T-50
7	3B05BSW	Core Course V	Field Work-Theoretical Concepts and Practical Orientation in Field Work	III	4	4	T-25
8	3A 11 BSW	General Awareness Course I	Disaster Management	III	5	4	E-40 I-10 T-50
9	3A 12 BSW	General Awareness Course II	Introduction to Indian Constitution and Judiciary	III	5	4	E-40 I-10 T-50
10	3C03BSW	Complementary Elective Course III	Public Health and Sanitation	III	6	4	E-40 I-10 T-50
							<b>225</b>
			<b>Semester 4</b>				
11	4B06BSW	Core Course VI	Social Work Research & Statistics	IV	4	4	E-40 I-10 T-50
12	4B07BSW	Core Course VII	Theory and Practice of Counselling	IV	4	4	E-40 I-10 T-50
13	4B08BSW	Core Course VIII	Field Work in GO/NGO Settings	IV	4	4	T-25
14	4A 13 BSW	General Awareness Course III	Entrepreneurship Development for Social Work practice	IV	4	4	E-40 I-10 T-50
15	4A 14 BSW	General Awareness Course IV	Management Information System (MIS) for Social Work	IV	4	4	E-40 I-10 T-50
16	4C04BSW	Complementary Elective Course IV	Human Resource Management	IV	5	4	E-40 I-10 T-50
							<b>275</b>
			<b>Semester 5</b>				



17	VB09BSW	Core Course IX	Social Welfare Administration	V	6	4	E-40 I-10 T-50
18	5B10BSW	Core Course X	Panchayath Raj System	V	6	4	E-40 I-10 T-50
19	5B11BSW	Core Course XI	Research Project Work	V	5	4	E-40 I-10 T-50
20	5B12BSW	Core Course XII	Field Work- Social Work Study Tour, Reporting and presentation	V	6	4	T-75
21	5D01BSW	Generic Elective Course	Social Work Concepts and Practices	V	2	2	E-20 I-05 T-25
							<b>250</b>
			<b>Semester 6</b>				
22	6B13BSW	Core Course XIII	Social legislation	V	6	4	E-40 I-10 T-50
23	6B14BSW	Core Course XIV	Sustainable Development and Participatory Approaches	VI	6	4	E-40 I-10 T-50
24	6B15BSW	Core Course XV	Marginalized and underprivileged sections of Indian Society	VI	6	4	E-40 I-10 T-50
25	6B16BSW	Core Course XVI	Field Work- Internship in Social Work Settings	VI	7	4	T-50
							<b>200</b>
<b>Total</b>							<b>1200</b>

**Distribution of Total Marks for BSW Programme**

<b>Sl No</b>	<b>Course</b>	<b>Marks</b>
1	English	200
2	Additional languages	100
3	Generic Awareness Course	200
4	Generic Elective Course	25
5	Core Course	775
6	Complementary Elective Course	200
<b>Grand Total</b>		<b>1500</b>

## FIELD WORK CURRICULAM

### INTRODUCTION

Field work is an integral part of the total programme of training in Social Work. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare agencies and other type of placement. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work intervention. It is both goal oriented to solve a particular problem to which a student address his or her particular activities and student centered in relation to his or her particular interest areas and aptitudes. Field Work has the dual purpose of promoting the students own learning while contributing to the development of the people with whom he or she works especially the disadvantaged sections of the society.

Students will have concurrent field work during the programme. They are expected to put in a minimum of five hours of field work in a week excluding travel, Report writing and Conferences. The field work will begin at the second week of the semester itself and will be concluded at the close of the respective semester.

Students go through various programmes like Rural Camp, Agency visits and Community Intervention Programmes throughout their training. All through the tenure students profit from Home Visits with a professional mind set.

### General objectives of Field Work

- To offer purposeful and guided learning experience to students through interaction with life situation.
- To foster attitudes in students towards the development of professional self, self-awareness, appreciation of both one's capacities and limitations.
- To develop in the student the required skills in helping the needy through organisational work and use social work methods.
- To enable the student to develop and enhance the capacity to relate theory to practice, and also to relate experience to theory.
- Critically look at the situations and practice, from a professional point of view, and gain insight into the possibilities of the praxis aspects of the ideals.
- To provide the right ambience to grow into a professional, imbued with the pro-activeness of a volunteer, filled with courage of conviction, and ready to take a stand.

**Semester No – 1: Observation Visits (Minimum 7 visits)**

**Semester No – 2: Rural camp. (10 Days)**

**Semester No – 3: Placement in Rural / Panchayat Settings.(20 days)**

**Semester No – 4: Placement in Urban Settings. (20 days)**

**Semester No – 5: Placement in GO s / NGOs Settings. (20 days)**

**Semester No – 6: Block Field Work. (30 days)**

## Semester I

### Core Course

### 1B01BSW: Introduction to Social Work

#### Objectives:

- Understanding of the History of evolution of Social Work profession.
- Understand the origin and development of system approaches.
- Understand the values of Social Work.

#### Course Outcomes:

After the successful completion of this course, the student will be able to:

- Plan social work sensitively differentiating the key terms and concepts like social service, social reform and social welfare and focus on their interrelatedness in practicing social work.
- Use the insights gathered from the study of the historical trajectory of development of social work in UK, USA and India in a comparative mode for contemporary social work in the context of globalization.
- Practice social work reflectively, professionally and innovatively through the programmed training in principles and methods of SW
- Anchor personal, social and professional life to value systems and operate within ethical framework

#### Contents:

**Module 1** Basic concepts of social work- Social service, social reform and social welfare

**Module 2** Origin and development of social work in UK, USA and India- Philanthropy, charity, welfare, professional social work

**Module 3** Social work- Definition, meaning and principles

**Module 4** Primary and secondary methods of social work (Micro, Mezo and Macro practices)- definition, objectives and Characteristics.

**Module 5:** Social Work as a Profession: Characteristics of a profession, code of ethics, social work in India

#### References:

Annette, G. (1960). *Interviewing Its Principles and Methods*. New York: Family service Association of America.

- Charles, Z. (1991). *The Practice of Social Work* (10th Edition ed.). Belmont, California: Wadsworth Publishing Company.
- Chowdhry, P. D. *Introduction to Social Work-History, Concept, Methods and Fields*. Delhi: Atma Ram & Sons.
- Freidlander, W. A. (1977). *Concepts and Methods of Social Work*. New Delhi: Prentice Hall of India.
- Freidlander, W. A. (1967). *Introduction to Social Welfare*. New Delhi: Prentice Hall of India.
- Kay, L. S. (1997). *Social Work Education: Today and Tomorrow*. Jaipur: Book Enclave.
- Krogsrud, D. B. (2002). *Social Work: An Empowering Profession*. Allun ad Bacon.
- Madan, G. R. (2000). *Indian Social Problems-Social Disorganization and Reconstruction*. New Delh: Allied Publishers Limited.
- Misra, P. D. (1994). *Social Work Philosophy and Methods*. Inter India Publications.
- Mudgal, S. D. (1997). *An Introduction to Social Work*, . Jaipur.
- R. Devi, & R. (2001). *Social work practice. Jaipur, India: Mangal Deep Publications*. Book Enclave.
- Skidmore, R. A. (1988). *Introduction to Social Work*. New Jersey: Prentice Hall.
- Wadia, A. R. (1961). *History and Philosophy of Social Work in India*. Bombay: Allied Publishers Pvt. Ltd.

**Semester I**  
**Complementary Elective Course 1**  
**1C01BSW: Sociological Concepts for Social Work**

**Objectives:**

- To introduce the basic Concepts, social institutions and foundations of Sociology.
- To impart basic skills in the application of sociology to the beginners.

**Course Outcomes:**

The undergraduate on successful completion of the course will be able to

- Translate information about the society and social processes in the practice of Social Work
- Able to incorporate sociological concepts and principles in planning and implementation of programmes

**Contents:**

**Module 1** Definition and meaning of sociology, principles of sociology

**Module 2** Basic concepts and definitions of social institutions:- Society, Community, Association, Institutions- Marriage, family & kinship, Social groups – Primary and Secondary groups, accommodation, assimilation.

**Module 3** Social Processes- Co-operation, competition

**Module 4** Society–Meaning and definitions of society, Socialization process, Culture

**Module 5** Social Stratification - Meaning, Social Mobility, Major forms of Social Stratification – Caste, Class and Estate. Marxian and Veblen’s theory of Social class.

**Reference**

Anne Llewellyn, L. A. (2008). *Sociology for Social Workers* . Polity.

Cunningham, J. (2014). *Sociology and Social Work* . Exetr UK: Sage Publications Ltd.

Dominelli, L. (1997). *Sociology for Social Work*. Macmillan Publishers Limited.

Fleurbaey, M. (2018). *A Manifesto of Social Progress, Ideas for Better Society*. Cambridge University Press.

Jayaram, N. (2017). *Introductory Sociology*. Laxmi Publications

Lowith, K. (2002). *Max Weber and Karl Marx*. Routledge.

Patten, S. N. (2012). *Hereditary and Social Progress*. Hardpress Publishing.

Raka, D. K. (2018). *Sociology A Textbook*. Jawahar Publishers & Distributors.

Saunders, P. (1990). *Social Class and Stratification*. Routledge.

Shardlow, M. D. *Modern Social Work Practice*. Routledge Publishers

**Semester II**  
**Core Course**  
**2B02BSW: Working with Individuals and Families**

**Objectives:**

- Gain overall understanding about problems of individuals and families.
- Be equipped with different theoretical and practical understanding of social casework.

**Course Outcomes:**

The undergraduate on successful completion of the course will be able to

- Develop the interpersonal and intrapersonal skills along with the awareness of four Ps required to successfully work with individuals and families giving special attention to transitional situations.
- Practice social work professionally distinguishing casework and counselling
- Do social work with a deep awareness of risks, needs, rights and responsibilities

**Contents:**

**Module- 1** Social Casework: Definition and Meaning, Similarities and Differences between Social casework & Counseling,

**Module-2** Components of social casework: 4 P's- Person, Problem, Place and Process.

**Module- 3** Principles of Social Casework Practice

**Module- 4** Tools and techniques in social case work, professional qualities and skill needs of a social case worker

**Module- 5** Practical learning of social case work process.

**Reference**

Aptekar, H. H. (1941). *Basic Concepts in Social Case Work*. University of North Carolina Press.

Fischer, J. (1977). *Effective Casework Practice: An Eclectic Approach*. McGraw-Hill College.

Hamilton, G. (2013). *Theory and Practice of Social Case Work*. Rawat Publications.

Konopka, G. (1963). *Social Group Work: A Helping Process*. Englewood Cliffs, N.J., Prentice-Hall.



Mary Woods, F. H. (1999). *Casework: A Psychosocial Therapy*. McGraw-Hill Companies, Incorporated.

Perlman, H. H. (2011). *Social Casework: A Problem-Solving Process*. Rawat.

Richmond, M. E. (2017). *Social Work Series. What Is Social Case Work? an Introductory Description*. Trieste Publishing Pty Limited.

Upadhyay, R. (2016). *Social Casework*. Rawat Publishers & Distributors.

## SEMESTER II

### Core Course

### 2B03BSW: Field Work: Development Exposure Social Work Camp

#### Objectives:

- To understand the local level developmental initiatives
- To know the scope of social worker in development
- Develop skills in dealing with society

#### Course Outcomes:

The social work student who completes the course will acquire the skills for

- Reconstituting oneself by self-exposure through the camp for bringing about sustainable development and enable the same in individuals and communities
- Becoming a leader with excellent communicative and reporting abilities in situations of need
- Intervention for bringing about change for the better

#### Contents:

**Module-1** Leadership- Definition, types/styles, leadership qualities,

**Module-2** Communication- Definition, communication process, types of communication (verbal, non verbal/inter personal, written, formal & informal, visual communication), barriers in communication.

**Module-3** Developmental exposure social work camp

**Module-4** Reporting the developmental exposure social work camp and presentation of learning, observation, etc of developmental exposure social work camp

**Module-5** Practical sessions for developing communication skills, appropriate body language, public speaking skills, active listening skills, self confidence building, problem solving/negotiation skills, good manners to be kept while dealing with community and clients

## **Reference**

Karen Healy, J. M. (2019). *Writing Skills for Social Workers*. SAGE Publications.

Koprowska, J. (2014). *Communication and Interpersonal Skills in Social Work*. SAGE Publications.

Linda Eileen Gast, M. B. (2014). *Mastering Communication in Social Work: From Understanding to Doing*. Jessica Kingsley Publishers.

Paula Beesley, M. W. (2017). *Developing Your Communication Skills in Social Work*. SAGE.

## Semester II

### Complementary Elective Course 2C02BSW: Psychology for Social Work

#### Objectives:

- To enable students to understand the basic nature and scope of psychology.
- To provide the students with an overview of various psychological aspects which are relevant in social work.

#### Course Outcomes:

##### On successful completion the student will be able to

- Practice social work more scientifically and objectively making use of psychological insights into the evolution and development of individual and community dispositions
- grasp the significance of the context in question with the full implication of the psychological concerns manifest through the individual and community behaviour
- learn and apply concepts regarding IQ and EQ in mutual integration to understand the context better in social work
- understand and explain violence as a consequence of factors beyond the individual while engaged in social work

#### Contents:

**Module 1: Psychology**- Definition, Origin, nature and scope

**Module 2: Motivation** -Definition and types, Maslow's need hierarchy

**Module 3: Emotions** - Definition, types and emotional intelligence

**Module 4: Personality** -Definition, origin of personality and psycho analytical theory  
**Intelligence** - Definition, concepts of IQ, Measuring IQ

**Module 5: Social psychology**- Personal behavior, learning theory, personality and violence-institutional and societal.

## **Reference**

Cicarelli, S. (2008). *Psychology*. New Delhi: Pearson Education.

Mitterer, D. C. (2007). *Introduction to Psychology*. USA: Wadsworth.

Hasan, Q. (1998). *Applied Psychology: Indian Perspective*. Gyan Publishing House.

Ingleby, E. (2010). *Applied Psychology for Social Work*. Sage Publications Ltd.

Maslow, A. (2019). *A Theory of Human Motivation*. United Kingdom : Independently Published.

O'Brien, E. Z. (2015). *Psychology for Social Work : A Comprehensive Guide to Human Growth and Development*. MacMillan Education UK.

**SEMESTER III**  
**Core Course**  
**3B04BSW: Working with groups and communities**

**Objectives**

- Gain overall understanding about groups and communities.
- Learning the theoretical aspects and acquiring skills in working with groups and communities.
- Understand about community organization

**Course Outcomes:**

The social work student after successful pass in the course

- Learns the conceptual meaning of group and group work, types, principles and processes involved and skills required for forming and working with groups.
- Develops a keen sense of distinction among groups and learns to constitute groups or associate with groups for social work.
- Learns community organization and stages in group development which enables the social worker to plan, execute and complete projects with professional competence.

**Contents:**

**Module- 1** Definition and meaning of groups and group work, principles, skills and process of Group Work,

**Module 2:**Types of groups (open and closed groups; social treatment groups (Re-socialization, groups, therapeutic groups, T-groups); task oriented groups (forum, committees and work team); developmental groups (Kudumbasree, self-help groups and joint liability groups)

**Module- 3** Stages in group development: - pre-group stage, orientation stage, problem solving stage, termination stage - (Forming, Storming, Norming, Performing and Adjourning).

**Module- 4.**Definition and meaning of community and community organisation, types and characteristics of communities (Rural, Urban and Tribal)

**Module- 5-** Community Organisation- Objectives, steps, basic principles and models.

## **Reference**

- A.R, P. (2012). *Community Organization and Development: An Indian Perspective*. Prentice Hall India Learning Private Limited.
- Alissi, A. S. (1980). *Perspectives on social group work practice: a book of readings*. Free Press.
- Charles D. Garvin, L. M. (2017). *Handbook of Social Work with Groups*. Guilford Publications.
- Doel, M. (2005). *Using Groupwork*. Routledge.
- Joseph, S. (2012). *Community Organization in Social Work*. Discovery Publishing House.
- Konopka, G. (1983). *Social Group Work: A Helping Process*. Longman Higher Education.
- Lassner, J. (1987). *Social Group Work: Competence and Values in Practice*. Psychology Press.
- P.D. Misra, B. M. (2008). *Social Group Work: Theory and Practice*. New Royal Book Co.
- Ronald W. Toseland, R. F. (2016). *An Introduction to Group Work Practice*. Pearson Education.
- Siddiqui, H. (2008). *Work Group: Theories and Practices*. Rawat Publication.
- Trevor Lindsay, S. O. (2008). *Groupwork Practice in Social Work*. Learning Matters.

**Semester III  
Core Course**

**3B05BSW: Field Work- Theoretical concepts and practical orientation in field work**

**Objectives:**

- Understand the need and importance of field work in Social Work Profession
- Develop skills in documenting field work process and report preparation

**Course Outcomes:**

**The social work student is expected to**

- **realize the need for and objectives of field work in social work education for professional excellence**
- **learn the principles involved in the structured planning and implementation of field work and work towards acquiring those skills.**
- **Exhibit the skills to prepare work records and reports and present and submit them punctually**

**Contents:**

**Module 1** Need and objectives of field work in social work practices

**Module 2** Planning, structuring and implementing field work

**Module 3** Documenting the field work and reporting (field logs/notes diary, photographs, video graphs, etc)

**Module 4** Field work in PRIs and field work record preparation and submission

**Module 5** Summary report preparation and Presentation of field work

**Reference**

Bishnu Mohan Dash, S. R. (2019). *Field Work Training in Social Work*. Taylor & Francis Group.

Dash, B. M. (2016). *Field Work in Social Work Education Contemporary Practices and Perspectives*. Atlantic Publishers.

Mark Doel, S. M. (2010). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. SAGE.

Subhedar, I. S. (2001). *Fieldwork Training in Social Work*. Rawat Publications.



## Semester III

### General Awareness Course 3A11BSW: Disaster Management

**Objective:** To study disaster & the emerging approaches in disaster reduction and its management.

#### Course Outcomes:

Students of social work bachelor programme are trained to

- Understand and use key terms and concepts associated with Disaster Management
- Identify types, stages and consequences of disasters in specific and apply them for social work for prevention, mitigation, relief and rehabilitation work.
- Have a detailed knowledge of the institutional framework set up for Disaster Management and feel the need to associate with them voluntarily in times of urgency

#### Contents:

**Module-1** Definition and meaning of Disaster, Environmental disaster and manmade disaster, scope for environmental social work

**Module 2** Major Environmental disasters –

**Geophysical** – earthquakes, landslides, volcanic eruption, soil erosion, tsunami

**Hydrological** -avalanches, sea level increase and floods

**Climatological** -climate change- extreme weather condition including extreme temperature/heat waves, cold waves and erratic rainfall, wildfire, drought, lightening

**Meteorological** - cyclones/hurricanes

**Biological** -epidemics born by water, insects, birds and animals

**Module 3** Major Manmade disasters –conflicts/communal violence, famine, displacement, industrial hazards/accidents, chemical hazards-release of toxic chemicals, road/transport accidents, nuclear explosion

**Module 4 Phases of Disaster Management-** Three Stages:

Stage 1. Pre-disaster stage (Disaster preparedness):- Preparing disaster preparedness plan- Preparing hazard zonation/vulnerable area maps, predictability/forecasting and warning, preparedness through (IEC) Information, education & Communication, Mitigation - Disaster resistant house construction, population reduction in vulnerable areas, awareness, forming trained rescue team

Stage 2. Emergency stage-Rescue operation – search operation, immediate relief (food, shelter, medical assistance, assessment surveys

Stage 3. Post Disaster stage-Rehabilitation: post trauma counseling, social aspects, economic/livelihood aspects, infrastructure- housing, sanitation, drinking water, roads, bridges, etc.

**Module-V Institutional Frame work-** Disaster Mitigation Institutions - Meteorological Observatory, Seismological Observatory, Volcano logy Institution, Hydrology Laboratory, Industrial Safety Inspectorate, Institution of Urban & Regional Planners- Chambers of Architects, Engineering Council, Community involvement, Role of PRIs, Role of Media

## **Reference**

Arora, R. (2012). *Natural Calamities and Disaster Management*. Raj Publications.

Ashbindu Singh, Z. Z. (2014). *Reducing Disaster: Early Warning Systems For Climate Change*. Springer Netherlands.

Bhandari, R. K. (2013). *Disaster Education and Management: A Joyride for Students, Teachers and Disaster Managers*. Springer India.

Brebbia, C. A. (2013). *Disaster Management and Human Health Risk III: Reducing Risk, Improving Outcomes*. WIT Press.

Gupta, H. (n.d.). *Disaster Management*. Orient Black Swan.

Pardeep Sahni, A. D. (2001). *Disaster Mitigation: Experiences And Reflections*. PHI Learning Pvt. Ltd.

Schneid, T. D. (2001). *Disaster Management and Preparedness*. Lewis Publishers.

Singh, J. (2013). *Disaster Management: Future Challenges and Opportunities*. I.K. International Publishing House Pvt. Limited.

Singh, R. B. (2006). *Natural Hazards and Disaster Management: Vulnerability and Mitigation*. Rawat Publications.

**Semester III**  
**General Awareness Course**  
**3A12BSW: Introduction to Indian Constitution and Judiciary**

**Objectives:**

- To enable the students to grow in to responsible citizens taking pride in the secular
- and democratic systems of the country
- To give the students a general understanding of Indian Constitution

**Course Outcomes:**

Social work undergraduate on successful completion would be able to

- Operate as a responsible individual and professional social worker adhering to the constitutional principles and democratic spirit.
- Develop significantly a working awareness of constitutional principles, judicial system, criminal procedures and probation system and apply them in practice in social work

**Contents:**

**Module-1** Framing of Indian constitution - Historical background, Constituent assembly of India, Philosophical & political foundations of the Indian constitution, Secularism in Indian constitution

**Module 2** Fundamental rights, duties, directive principles and citizenship

**Module-3** Judicial System in India – Court of law, Writs, Public interest litigation

**Module 4** Criminal Procedures

**Module 5** Probation system

**Reference**

Austin, G. (2010). *Working a Democratic Constitution – The Indian Experience*. Delhi.

Baxi, U. (1980). *The Indian Supreme Court and Politics*. Delhi: Eastern Book Company.

Chaube, S. K. (1973). *Constituent Assembly of India – Spring Board of Revolution*. New Delhi: Peoples' Publishing House.

Fadia, B. (2007). *Indian Government and Politic*. Agra: SahityaBhawan Publications.

Jennings, I. (1953). *Some Characteristics of the Indian Constitution*. London: Oxford University Press.

- Noorani, G. (2000). *Constitutional Questions in India: The President, Parliament and the States*. New Delhi: Oxford University Press.
- Pylee, M. V. (1977). *Constitutional Government in India*. Bombay: Asia Pub. House.
- Pylee, M. V. (1998). *An Introduction to Constitution of India*. New Delhi: Vikas Publications.
- Sharma, B. K. (2005). *Introduction to the Constitution of India*. New Delhi: Prentice Hall.
- Singh, M. a. (1995). *Indian Political System: Structure, Policies, Development*. New Delhi: Jnanada Prakashan.
- W. H. Morris Jones, W. (1974). *Government and Politics in India*. New Delhi.

## Semester III

### Complementary Elective Course

#### 3C03BSW: Public Health and Sanitation

##### Objectives:

- To develop an understanding of health and sanitation
- To develop an understanding of health care and nutrition management system

##### Course Outcomes

The social work student on graduation will be able to

- 1: Understand and use the terminology and concepts of public health and sanitation in general and also in Kerala context
- 2: Develop a thorough awareness of NHM, health insurance, organ transplantation and rules on which these facilities are based and employ the knowledge in social work context.
- 3: Have close knowledge of international organizations and agencies related to the course to public health and sanitation concerns

##### Contents:

**Module 1** Definition and meaning of health (physical and mental) & public health, concept of hygiene, drinking water & sanitation issues, nutrition, determinants of health, indicators of health.

**Module 2** Public health system in Kerala- primary, secondary and tertiary level, National health policy, immunization programme

**Module 3** Role of PRIs in public health, sanitation and nutrition, Programmes of ICDS in nutrition management

**Module 4** Objectives and activities of National Health Mission, health insurance, organ transplantation- legal procedures

**Module 5** International Agencies in health sector- UN Organizations {World health organization (WHO), United Nations Children's Fund (UNICEF), Food and Agriculture Organization (FAO), International Labour Organization (ILO)}, NGOs- Rock Feller Foundation, Ford Foundation, Co-operative for Assistance and Relief Everywhere (CARE), International Red Cross.

## **Reference**

Bruce D. Friedman, J. M. (2015). *Public Health, Social Work and Health Inequalities*. Nova Science Publishers, Incorporated.

Dawson, S. (2009). *Future Public Health: Burdens, Challenges and Opportunities*. Palgrave Macmillan.

Jha, H. (2015). *Sanitation in India : A Historico-Sociological Survey*. Gyan Publishing House.

Judith L.M. McCoyd, T. S. (2016). *Social Work in Health Settings: Practice in Context*. Routledge.

Pathak, B. (2015). *Sociology of Sanitation*. Kalpaz Publications.

Robert Keefe, P. E. (2012). *Handbook for Public Health Social Work*. Springer Publishing Company.

**Semester IV**  
**Core Course**  
**4B06BSW: Social Work Research & Statistics**

**Objectives:**

- Develop ability to utilize the research process to conduct need based survey and studies.
- Develop ability to recognize and utilize research as a scientific approach in problem solving process in Social Work practice.
- Develop ability to function as a member of research team.

**Course Outcomes:**

The social work undergraduate who completes the course

- 1: Understands the significance of research as the fundamental constituent of modern social work and knowledge generation in the field
- 2: Acquires the skills for employing the research processes in social work practice.
- 3: Develops skills for using new technology for data collection, analysis and preferential outcome processing.

**Contents:**

**Module: 1 Definition, Scope/ Uses of Social Work Research:** Definition and objectives Social Work Research, Scope/uses of research in social work practices

**Module: 2 Methods of Social Work Research:** Basic understanding of research methods- Field study method, survey method, experimental method, case study method and historical research method.

**Module: III- Planning and organizing research study:** Identification and formulation of social work research problems and synopsis preparation- Developing title, conceptual framework & explanation of concepts, identification of related variables, setting up of objectives of the study, source of data, formulation of Hypothesis, scope and dimensions of the study, pilot study, pre-test.

**Module: IV- Coverage:**

- Definition of Population/ Universe
- Sampling- difference between census and sampling method, need for sampling, advantages and disadvantages of sampling method
- Sampling design- Steps in developing a sampling design, sampling techniques/methods (probability and non probability methods), sampling error
- Data collection- methods and tools for Data collection (Observation, Interview, and Questionnaire)
- Methods of Data processing- Editing, Classification, Coding, Tabulation, and Analysis
- Organising research findings and suggestions
- Research Reporting-Principles of Research Reporting, contents of research report, bibliography.

**Module: V- Social Statistics:**

- Definition and meaning of statistics and use of statistics in social work practice.
- Central Tendency-Arithmetic Mean, Median, Mode.
- Presentation of Data- Frequency Tables, Charts, Graphs
- Interpretation of statistical data.
- SPSS Software

**Reference**

B.N, A. (1976). *Elements of Statistics*. Allahabad: Chaitanya Publishing.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. SAGE Publications.

India, G. o. (1968). *Social Research, Encyclopedia of Social Work*. New Delhi: Planning Commission of India.

McLaughlin, H. (2012). *Understanding Social Work Research*. SAGE.

Robert W. Weinbach, R. M. (2014). *Statistics for Social Workers*. Pearson Education.

S.R, B. (1976). *Methods of Social Survey and Research*. Kitab Mahal: Kanur.

Young, P. V. (1968). *Scientific Social Survey and Research*. New Delhi: Prentice Hall of India.



**Semester IV**  
**Core Course**  
**4B07BSW: Theory and Practice of Counselling**

**Objectives:**

- To know the basic concepts in counseling
- To learn the scope of counseling
- To acquire skills in counseling

**Course Outcomes:**

**Social work graduate at the point of successful completion**

- 1: Exhibit expertise in the use of terminology, key concepts
- 2: Develop a conviction about the need and scope of counseling
- 3: Acquires the skill for different types of counseling in different sites

**Contents:**

**Module—1** Counseling: Definition and meaning, principles, skills and techniques (observation, listening, non – verbal Behaviour, communication, questioning, silence, transference) in counseling.

**Module—2** Counselling process- Types of Counselling, counseling process/steps, techniques and skills of counselling

**Module 3** Counselor counselee relationship: factors influencing the relationship, ethics in counseling

**Module—4** Counselling in different setting

- Family counselling: premarital, marital, sex education, family counselling, HIV/AIDS counseling.
- School counseling: scholastic backwardness, emotional disturbances, problems of the adolescences, life skills.
- Vocational counselling: career guidance, job adjustment, placement counselling.
- De – addiction counselling.
- Counselling in crisis situation

**Module- 5** Practical Training in Counselling

## **Reference**

- Hough, M. (2006). *Counselling Skills and Theory*. Hodder Arnold.
- Laura Nota, S. S. (2017). *Counseling and Coaching in Times of Crisis and Transition: From Research to Practice*. Routledge.
- Lister, P. G. (n.d.). *Integrating Social Work Theory and Practice: A Practical Skills Guide*. Routledge.
- Loughran, H. (2018). *Counselling Skills for Social Workers*. Routledge.
- Mei-wei Chen, N. J. (2017). *Individual Counseling and Therapy: Skills and Techniques*. Routledge.
- Miller, L. (2011). *Counselling Skills for Social Work*. SAGE Publications.
- Nelson-Jones, R. (2010). *Theory and Practice of Counselling and Therapy*. SAGE Publications.
- Nelson-Jones, R. (2012). *Theory and Practice of Counselling and Therapy*. SAGE South Asia.
- Noonan, M. E. (2015). *Counselling Young People*. Routledge.
- Ramesh, C. (2003). *Guidance and Counselling*. Gyan Publishing House.
- Ziomek-Daigle, J. (2017). *Counseling Children and Adolescents: Working in School and Clinical Mental Health Settings*. Routledge.

**Semester IV**  
**Core Course**  
**4B08BSW: Field Work in GO/NGO settings**

**FIELD WORK CURRICULAM**

**INTRODUCTION**

Field work is an integral part of the total programme of training in Social Work. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare agencies and other type of placement. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work intervention. It is both goal oriented to solve a particular problem to which a student address his or her particular activities and student cantered in relation to his or her particular interest areas and aptitudes. Field Work has the dual purpose of promoting the students own learning while contributing to the development of the people with whom he or she works especially the disadvantaged sections of the society.

Students will have concurrent field work during the programme. They are expected to put in a minimum of five hours of field work in a week excluding travel, Report writing and Conferences. The field work will begin at the second week of the semester itself and will be concluded at the close of the respective semester.

Students go through various programmes like Rural Camp, Agency visits and Community Intervention Programmes throughout their training. All through the tenure students profit from Home Visits with a professional mind set.

**Objectives of Field Work**

- To offer purposeful and guided learning experience to students through interaction with life situation.
- To foster attitudes in students towards the development of professional self, self-awareness, appreciation of both one's capacities and limitations.
- To develop in the student the required skills in helping the needy through organisational work and use social work methods.

**Course Outcomes**

On successful completion of the course, the social work student will be able to

- Acquaint with functioning of social work agencies and their programmes
- Translate theoretical concepts and knowledge in to practice
- Develop capacity and skills to deal with various social problems
- Plan, implement, monitor and evaluate need based programmes for the benefit of the target community, institution and area.
- Build professional social work capacity

**Semester No – 1: Observation Visits (Minimum 7 visits)**

**Semester No – 2: Rural camp. (10 Days)**

**Semester No – 3: Placement in Rural / Panchayat Settings.(20 days)**

**Semester No – 4: Placement in Urban Settings. (20 days)**

**Semester No – 5: Placement in GO, s / NGO's Settings.(20 days)**

**Semester No – 6: Block Field Work. . (30 days)**

## Semester IV

### General Awareness Course

#### 4A13BSW: Entrepreneurship Development for Social Work practice

**Objective:** To help the students understand the concepts of entrepreneurship and to develop the Entrepreneurial skills among them.

#### Course Outcomes:

**Social work graduate at the point of successful completion will be able to**

- 1: demonstrate expertise in the practical use of the terminology, key concepts and principles of entrepreneurship.
- 2: connect the institutional support for entrepreneurship to social work practice.
- 3: acquire entrepreneur skills

#### Contents:

**Module 1** Entrepreneurship- definition and meaning, Entrepreneur- Definition, qualities, skills, types of entrepreneurs

**Module 2** Theories of entrepreneurship, Practices to entrepreneurship development

**Module 3** Entrepreneurial Competencies, Roles of an entrepreneur in Economic development

**Module 4** Roles of Government and PRIs in developing Entrepreneurship, Institutional Support to Small Entrepreneurs- National Small Industries Corporation Ltd- Small Scale Industries Board- State Small Industries Development Corporations- MSME Institute-DICs- Industrial Estates- Specialized institutions- Technical Consultancy Organisations, Entrepreneurship Development Programme (EDP) – Need, Objectives, Phases of EDPs

**Module 5** Micro, Small & Medium Enterprises- MSMED Act 2006, MSMEs as a seed bed of entrepreneurship – Entrepreneurship incubators, Start ups

#### Reference

Davis, K. (1983). *Business and Society: Management, Public Policy, and Ethics*. McGraw-Hill; Subsequent edition.

Dr.C.B.Gupta, D. (2015). *Entrepreneurial Development*. Sultan Chand & Sons.

Khanka, S. S. (2006). *Entrepreneurial Development*. S Chand.

Muhammad, Y. (2011). *Building Social Business*. Perseus Books Group.

Pandey, G. (1994). *Complete Guide to Successful Entrepreneurship*. India: Vikas Publishing House Pvt.Ltd.

Paramasivan, C. (n.d.). *Social Entrepreneurship*. 2016: New Century Publications.

**Semester IV  
General Awareness Course**

**4A14BSW: Management Information System (MIS) for Social Work**

**Objective:** To learn about the MIS in social work profession

**Course Outcomes:**

**Social work graduate after the proper completion will**

- 1: Have good knowledge of the advantages of MIS if used in social work.
- 2: Develop technology-friendly attitude to budgeting, accounting and auditing
- 3: Acquire skills in writing information-materials and ppt production

**Contents:**

**Module 1** Definition and meaning of MIS, Need and objectives of MIS

**Module 2** Budgeting, Accounting and Auditing in Social Work programmes/projects

**Module 3 Documentation in Social Work Process-** Objective, process and methods of documentation, report generation and its types

**Module 4 Advantages of using IT enabled/Web based MIS platform, Use of Geographic Information System (GIS)**

**Module 5 Methods of information dissemination-** Information Education and Communication materials (Brochure, leaflets, training aids, Ppts, use of social media), organizing consultative meetings, seminars, workshops, write shops, conferences, theater workshops.

**Reference**

Kenneth C. Laudon, J. P. (2017). *Management Information Systems: Managing the Digital Firm*. Pearson Education.

## Semester IV

### Complementary course 4C04BSW: Human Resource Management

**Objective:** To learn concepts of Human Resource Management

**Course Outcomes:**

On successful completion of the course, the social work student will be able to

- 1: Skillfully use the insights from the course in HRM and insights about the role of the HR manager for social work practice.
- 2: Use the theoretical knowledge of CSR, PAS etc to expand the scope of social work and for the smooth management of community oriented social work.
- 3: Integrate and ensure total quality management in social work

**Contents:**

**Module-1 Management: definition and Principles of Management, objectives and functions of management, styles/approaches**

**Module 2 Human Resource Management:** Definition and principles of HRM, importance of Human Resource in industry/organization

**Module 3 Roles and functions of HR Manager:** Essential qualities, core competencies, roles and Functions

**Module-4** Human resource planning, job description, job specification, Selection-Recruitment, induction and training, Performance Appraisal System, Corporate Social Responsibility: Definition and concepts

**Module 5** Total Quality Management (TQM)

### Reference

Anuradha, S. (n.d.). *Strategic Human Resource Management*. SAGE Publications Inc.

Aquinas, P. G. (2013). *Human Resource Management Principles And Practice*.

David Bargal, M. E. (2000). *Social Services in the Workplace: Repositioning Occupational Social Work in the New Millennium*. Routledge.

Kamoche, K. N. (2001). *Understanding Human Resource Management*. Open University Press.

Peter J. Dowling, M. F. (2017). *International Human Resource Management*. Cengage Learning India Private Limited.

Wayne Cascio, R. N. (2010). *Managing Human Resources: Productivity, Quality of Work Life, Profits*. McGraw Hill Education.



## SEMESTER- V

### Core course 5B09BSW: Social Welfare Administration

#### Objectives:

- Develop an understanding of basic concepts of administration in the agency in the frame of Social Work practice.
- Acquire knowledge on major social security schemes
- Develop ability to apply the basic principles of Social Welfare Administration of agency functioning.

#### Course Outcome

The successful course completion ensures

- 1: the skill to strategically connect social welfare administration and social work practice.
- 2: acquisition and proper use of the knowledge of social security schemes for community development
- 3: substantial knowledge about national/international welfare agencies and voluntary/non-voluntary organizations for enabling effective social work practice.

#### Contents:

**Module-1** Definition and meaning of SWA, concept of social welfare and social welfare administration, management functions in social welfare administration - 'POSDCORB' (Planning, Organizing, Staffing, Directing, Coordinating, Reporting & Budgeting)

**Module-2** Social security measures and Pension schemes- Health Insurance schemes, EPF, ESI, old age pension, widow pension.

**Module 3** Functions and Programmes of Ministry of Social Justice and Empowerment – Central and State level, CSWB and State advisory boards

**Module 4** Voluntary Organisations/Non-profit Organisations – Defining VOs/NPOs, Acts for Registration – (Societies Registration Act 1860, The Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act 1955, Indian Trust Act, Section 25 Companies Act), functions of VOs/NGOs Farmer Producer Companies, Cooperative Societies Registration Act, Fund raising strategies

**Module 5** National and international welfare organizations- UN Agencies (WHO, UNICEF, UNDP, ILO and FAO), Non Governmental Organisations- Red cross, World Vision, OXFAM, Action Aid, US Aid, OISCA International, Help Age India.



## **Reference**

- Dev Rameshwari, R. P. (1998). *Social Work and Social Welfare, Administration Methods and Practice*. Jaipur: Mangal Deep Publications.
- Dubey, S. N. (1972). *Social Welfare Policy and Social Welfare Service', Some Issues*. Bombay: Tata Institute of Social Sciences.
- R., B. C. (1980). *Introduction to Social Welfare & Social Work: Structure, Function & Process*. The Dubey Press.
- Singh, M. *ocial Welfare Administration and Social Policy*. Vayu Education Of India.
- Singh, R. P. (2009). *Encyclopaedia of Social Welfare and Administration*. Anmol Publications Pvt Ltd.
- Suresh, T. (2013). *Social welfare administration and Organisational behavior*. CreateSpace Independent Publishing Platform.

## Semester V

### Core Course

### 5B10BSW: Panchayati Raj System

#### Objectives:

- To understand the context, meaning and relevance of decentralized Local self Governance in rural, urban and scheduled areas
- To learn the structure and functions of three tier Panchayathi Raj Institutions

#### Course Outcome

The social work candidate undergoing this course will

1: understand the history and process of democratic decentralization and the three tier Panchayathi Raj Institutions (PRIs) in the national and state context and would strategically connect decentralized administration and social work practice.

2: be able to connect local authorities to communities and individuals and ensure their inclusiveness in the process of development.

#### Contents:

**Module:1**Democratic Decentralization: Concept and meaning of democratic decentralization, concepts and principles of governance, Gandhian Concept Gramaswaraj

**Module:2**Historical evolution of Panchayati Raj in India, national level committees in the evolution of Panchayati Raj (Balwantrai Mehta , Ashok Mehta, Singhvi committees, etc), 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments for Panchayathi Raj

**Module: 3**Three tier Panchayathi Raj Institutions (PRIs) in Kerala: Rural local bodies – GramaPanachyath (GP), Block Panchayat (BP), and DistrictPanchayath (DP), Transferred institutions to GP, BP and DP.

Urban local bodies- Municipality & Corporation  
Election Process for PRIs.

**Module: 4**Structure, functions and powers of PRIs, revenue sources, various standing committees at each tier and their functions, People’s Participatory planning process in PRIs of Kerala- Gram Sabha/ Ward Sabha, Ward Development Samithi, Karma Samithis (Task groups), Development Seminar, DPC, State level Advisory Committee - its roles and functions, KILA, Major challenges and issues in decentralized governance in Kerala

**Module: 5**PESA (Panchayat Extension to scheduled Areas): Context of its emergence, Provisions of the PESA, Major issues and challenges in its implementation.

## **Reference**

M.R.Biju. (n.d.). *Panchayati Raj System in India*. Kaniska publication.

Mathur, K. (2013). *Oxford India Short Introductions: Panchayati Raj* . Oxford.

Mohammed, I. (2011). *Panchayati Raj: System and Rural Development*. D.P.S. Publishing House.

Palanithurai, G. (1999). *New Panchayati Raj System At Work : An Evaluation*. Concept Publishing Company.

Prasad, B. A. (2013). *Panchayati Raj In India*. Diamond Books.

## Semester V

### Core Course 5B11BSW: Research Project Work

#### Research Project Work (Dissertation)

A dissertation is to be undertaken by all students in fifth semester. The Dissertation entails field work, report, presentation and viva voce. The class hours allotted for dissertation may be clustered into a single slot so that students can do their work at a center /location for a continuous period of time.

Dissertation work shall be carried out under the supervision of a teacher in the parent department concerned or prescribed by the department head.

The project report shall be prepared according to the guidelines approved by the university. Three typed hard bound copies of the project report along with a soft copy in DVD shall be submitted to the Head of the Department, at least two weeks before the commencement of the ESE of the final semester. (One copy to the University for external valuation and to be kept in the University library thereafter, one copy to be kept in the Department and one personal copy for the student).

The external evaluation of the Dissertation shall be carried out at the end of the programme. The title and the credit with marks awarded for the Dissertation should be entered in the grade/mark sheet approved by the university.

Every student has to do the Dissertation independently. No group projects are accepted. The project should be unique with respect to title, project content and project layout. No two project report of any student should be identical, in any case, as this may lead to the cancellation of the project report by the university.

#### Evaluation of Project Work:

1. The ESE of the project work shall be conducted by two external examiners.
2. The evaluation of the project will be done at Three stages:
  - i) Continuous Assessment (CA) (Supervising teacher/s will assess the project and award internal Marks)
  - ii) The copy of the project will be sending to the university along with the Fifth semester answer books and will be evaluated by the University. (External Examiners appointed by the university will assess the project and award External Marks)
  - iii) There will be a Dissertation Viva for the project work done by the students towards the end of 5<sup>th</sup> semester.
3. Marks secured for the project will be awarded to candidates, combining the internal, University Evaluation Marks and Marks of the Dissertation Viva.
5. A Minimum of 45% of marks should be secured by the candidate for each Evaluation individually (Internal, University and Dissertation Viva) for the successful completion of the course.

**The criteria for evaluation and awarding marks would be the following**

**a) Internal (Viva) - 20% of total marks**

<b>Components</b>	<b>% of Internal Marks</b>
Punctuality	20
Use of Data	20
Scheme/Organization of Report	40
Viva-voce	20

**b) External (80% of total marks)**

<b>Components</b>	<b>% of Internal Marks</b>
Relevance of the Topic in social work	10
Statement of Objectives	5
Methodology/Reference/Bibliography	10
Presentation of Facts using charts/ Figures/ Diagrams	10
Quality of Analysis/Use of Statistical Tools	10
Findings and recommendations	5
Viva-Voce	50

**Semester V**  
**Core Course**  
**5B12BSW: Field Work-Social Work Study Tour, Reporting and Presentation**

**STUDY TOUR PROCEDURE**

A study tour will be arranged in the Fifth semester. Participation in the study tour is compulsory. Study tour can be within Kerala or outside and should be jointly planned with the students keeping in mind the objectives of the tour. Study tour will be of a maximum duration of 10 days including the travel.

**The study tour will be a compulsory part of the fieldwork programme of the Fifth semester with four internal credits.**

**OBJECTIVES**

- Tour will be an opportunity for the students to get exposed to the national scenario in contemporary social work practices and ideology. It helps them to place the social work profession as dynamic and multi-dimensional.
- To acquaint the students with the changing trends and concerns in Social work Profession.
- Study tour should provide students with an opportunity to interact with communities and client groups and social conditions that they are not used to in their regular fieldwork practicum.
- The study should become a means for the department to network and forge very fruitful relations with professionals, organizations, activists and client groups.
- Study tour should supplement the theory papers and the fieldwork experience that the students were exposed to during the first four semesters of BSW course.
- The students will have better understanding of skills and strategies currently in use and have an opportunity to analyze them with the help of experts.

**Organizing Study Tour**

The students in consultation with faculty supervisor should handle the organizing, coordinating work of the study tour. This includes finalizing, the place, organizations and people to be met during the study tour, contacting them, and the logistical arrangements. The students themselves should meet financial requirements. The department has to avail written permissions from all the agencies the team visits well in advance and make the necessary arrangements for the smooth conduct of the programme.

**Semester V**  
**Generic Elective Course**  
**5D01BSW: Social Work Concepts and Practices**

**Objective:** To learn basic concepts in social work and its practice

**Course Outcomes:**

On successful completion of the open course the student

- 1: acquires a basic knowledge of Social Work as a discipline and vocation
- 2: is inspired to connect the chosen discipline and actual social work thus serving the purpose of an open course.
- 3: acquires basic social work skills which can be developed further into vocational standards

**Contents:**

**Module 1** Definition and meaning of social work

**Module 2** Methods of Social Work- Primary and Secondary

**Module 3** Principles of Social Work

**Module 4** Skills required for a Social Worker

**Module 5** Social Work in various settings

**Reference**

Annette, G. (1960). *Interviewing Its Principles and Methods*. New York: Family service Association of America.

Charles, Z. (1991). *The Practice of Social Work* (10th Edition ed.). Belmont, California: Wads Worth Publishing Compan.

Chowdhry, P. D. *Introduction to Social Work-History, Concept, Methods and Fields*. Delhi: Atma Ram & Sons.

Freidlander, W. A. (1977). *Concepts and Methods of Social Work*. New Delhi: Prentice Hall of India.

Freidlander, W. A. (1967). *Introduction to Social Welfare*. New Delhi: Prentice Hall of India.

Kay, L. S. (1997). *Social Work Education: Today and Tomorrow*. Jaipur: Book Enclave.

Krogsrud, D. B. (2002). *Social Work: An Empowering Profession*. Allun ad Bacon.

Madan, G. R. (2000). *Indian Social Problems-Social Disorganization and Reconstruction*. New Delh: Allied Publishers Limited.

**Semester VI**  
**Core course**  
**6B13BSW: Social Legislation**

**Objective:** To acquire basic knowledge about social and labour legislation in India

**Course Outcome**

**The successful completion of the core course Social Legislation empowers the social work graduate**

1: to practice social work with the knowledge of history, need and purpose of social legislation in India.

2: work within the regulations related to children, women, transgenders, PNDT and PWD effectively using the knowledge for the individual and community development

3: to skillfully integrate the guidelines of National commissions into social work and thus set the social work within the constitutional values.

**Contents:**

**Module 1** Need, purpose and history of Social legislation in India

**Module 2** Children and Women related important legislations- Domestic Violence Act, POCSO Act, Child Rights Protection Act, CWC, JJB, Child Marriage Prevention Act

**Module 3** Persons With Disability (PWD) Act 2016, Transgender policy, Cyber crimes and cyber laws, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994 (PNDT) and its amendment in 2003, Family court Act

**Module 4** Employees' State Insurance (ESI) Act 1948, EPF Act, The payment of Gratuity Act 1972 and amendments to it, Maternity Benefit Act 1961 and amendments to it, Minimum Wages Act, Payment of Wages Act 1936

**Module 5** Basic understanding of National Commissions- National Human Rights Commission (NHRC), National Commission for Women (NCW), National Council for Protection of Child Rights (NCPCR), National Council for Scheduled Caste and Scheduled Tribe

**Reference**

Brammer, A. (2003). *Social Work Law*. Longman.

Manjre Ramkishan, S. P. (n.d.). *Social Legislation & Human Rights*. Gaurav Book Centre Pvt Ltd.

Pratiksha, D. (n.d.). *Social Disorganization and Legislation*. Vayu Education of India.

Varun Gauri, D. M. (2014). *Courting Social Justice: Judicial Enforcement of Social and Economic Rights in the Developing World*. Cambridge University Press.



## Semester VI

### Core Course

#### **6B14BSW: Sustainable Development and Participatory Approaches**

##### **Objectives:**

- To learn concepts and importance of sustainable development approaches
- To study problems that affect sustainable development
- To learn basic concepts in participatory process
- To develop skills in practicing participatory process

##### **Course Outcomes:**

On successful completion of the course the student

- 1: acquires a thorough knowledge of sustainable development alternatives
- 2: is inspired to integrate the spirit of sustainability motive into the social work projects.
- 3: acquires skills for participatory project planning, monitoring and evaluation.

##### **Contents:**

**Module 1** Understanding poverty- Definitions, types, Human Poverty Index, Human Development Index and gender issues, definition and concept of development and sustainable development, Sustainable Development Goals of UN, concept and meaning of livelihood.

**Module 2** Climate change- Meaning, causes and impacts, adaptation and mitigation practices

**Module 3** Definition and meaning of participation, types of participation, historical evolution and principles of Participatory Rural Appraisal (PRA)/Participatory Learning and Action (PLA)

**Module 4** Major participatory tools and methods (Mapping, Transect walk, Historical Time Line/Local History, Socio-Economic Dimension Ranking/Wealth Ranking, Resource inflow-outflow analysis/Income and Expenditure matrix, Venn Diagram, Pair wise and matrix ranking/ranking and scoring, Seasonal Calendar, Daily Routine Analysis/Time Disposal Chart, Problem Tree Analysis)

**Module 5 Participatory Project Planning, monitoring and evaluation** – Defining project, steps in participatory project planning (Need identification study, objectives setting, activity planning, identifying results), Participatory Monitoring and Evaluation / result based management, social audit

## **Reference**

Étienne, M. (2016). *Companion Modelling: A Participatory Approach to Support Sustainable Development*. Springer.

Karol, A. U. (n.d.). *Participatory Approaches* . LAP Lambert Academic Publishing.

Simon Bell, S. M. (2012). *Sustainability Indicators : Measuring the Immeasurable?* Taylor & Francis Ltd.

Warbton, D. (n.d.). *Community and Sustainable Development*. Routledge.

## Semester VI

### Core Course

#### **6B15BSW: Marginalized and underprivileged sections of Indian Society**

**Objective:** To understand the status of marginalized and underprivileged sections.

#### **Course Outcomes:**

On successful completion of the course on the condition of the marginalized communities, the student

- 1: acquires thorough knowledge of the real existence, need and scope of service to the marginalized communities for total national development.
- 2: acquires the skill to integrate government schemes to the social work practice.
- 3: equip oneself to address the needs of specific communities on the strength of the knowledge of challenges faced by a particular community.

#### **Contents:**

**Module: 1** Meaning and Definition of socially and economically marginalized (SCs, STs, Women, Transgender, Differently abled, etc).

**Module: 2** Problems of Scheduled Castes, Government schemes for the development of SCs.

**Module:3**Problems of Scheduled Tribes, Government schemes for the development of STs.

**Module: 4** Problems of Women Transgender, Government schemes for the development of Women and Transgender.

**Module: 5** Problems of Differently abled, Government schemes for the development of differently abled, Role of Social Worker in the Welfare of Weaker Sections.

#### **Reference**

Bheemaiah, J. (2012). *Dalits and Social Marginalisation*. Raj Publications.

Vijayanchali, S. S. (2012). *Marginalised Groups*. APH Publishing Corporation.

**Semester VI**  
**Core Course**  
**6B16BSW: Field Work - Internship in Social Work Settings**

**Field Work Curriculum**

**Introduction**

Field work is an integral part of the total programme of training in Social Work. It consists of practicing Social Work under the guidance of trained field supervisors in selected developmental/social work agencies and other type of placement. It enables the students to have first hand information about the applicability of theoretical knowledge taught in the class room to actual situations which require Social Work intervention. Field work also provides opportunity to the students to acquire and sharpen skills in applying social work methods. It also helps the students to develop positive attitudes towards the field realities. Field Work has the dual purpose of promoting the students own learning while contributing to the development of the people with whom he or she works especially the disadvantaged sections of the society.

Students will have concurrent field work during the programme. They are expected to put in a minimum of five hours of field work in a week excluding travel, Report writing and Conferences. The field work will begin at the second week of the semester itself and will be concluded at the close of the respective semester.

Students go through various Social Work Camps, Agency visits and Community Intervention Programmes throughout their training for developing personal skills and Exposure. During the tenure of field work students benefit from home visits, community visits, to various institutions/offices with a professional mind set. It would improve their skills in interpersonal relationship skills, communication skills, leadership skills, etc.

**General objectives of Field Work**

- To offer purposeful and guided learning experience to students through interaction with real life situation.
- To foster attitudes among students towards the development of professional self, self awareness, appreciation of one's capacities and limitations.
- To develop in the student the required skills in helping the needy through organizational work and use of social work methods.
- To enable the student to develop and enhance the capacity to relate theory to practice, and also to relate experience to theory.
- Critically look at the situations and practice, from a professional point of view, and gain insight into the possibilities of the praxis aspects of the ideas.
- To provide the right ambience to grow into a professional, imbue with the pro-activeness of a volunteer, filled with courage of conviction, and ready to take a stand.
- To acquire and develop skills like interpersonal relationship skills, communication skills, leadership skills, etc.
- To develop among the students the quest for innovations

**Semester No – 1 :**Observation Visits (Minimum 5 visits)

**Semester No – 2:** Development Exposure Social Work Camp (maximum duration of 10 Days and not less than 7 days)

**Semester No – 3:** Placement in PRIs(20 days)

**Semester No – 4:** Placement in Councelling Centres/Counselling Settings. (20 days)

**Semester No – 5:** Placement in GO / NGO Settings.(20 days)

**Semester No – 6:** Internship in Social Work Settings. (30 days)

### **Observation visits to Agencies (Preliminary inputs) in Semester I**

Organizational/ Agency visits are held all through the BSW programme in various forms. In the first semester, visits begin with the major objective of exposing students to various settings and modes of social work practice. They are meant to give the student an idea of the possibilities ahead, to understand the element of professionalism, the issues and the problems involved.

As the first semester student come from varied academic backgrounds, the first semester is spent in field orientation in the form of observational visits to various settings of social work practice. This is organised in order to give the students an exposure and orientation to the ongoing services of different agencies towards addressing people's needs.

Students will be prepared for the visits with a brief orientation session, and are given guidelines for observation and report writing. Each visit is followed by a group discussion facilitated by faculty members.

#### **General objective:**

To know the functioning of various social work settings

#### **Specific Objectives:**

- To get an exposure to social welfare/development organisation of various settings (medical & psychiatric, family and Child welfare, Criminal and correctional Administration, Community Development).
- To get acquainted to the structure, functioning, staffing pattern, management & administration and activities of the organizations.
- To develop the skills of reporting and discussions.

### **Development Exposure Social Work Camp in Semester II**

In the Second semester, the students are taken to various developmental initiatives for the benefit of the community / society. This would be conducted in a camp mode in a suitable location. In this camp students will be exposed real life situations, problems, developmental schemes, community based organizational structures at grass roots, etc. This camp would form field work in second semester.

The camp experience is gained in three phases:

- Pre-camp orientation, planning and preparation in group.
- The actual camp experience.
- Post camp evaluation.

**General objectives:**

To gain an exposure to the developmental issues and activities for the benefit of the community and to generate positive attitude towards social work practice in the students.

**Specific objectives:**

- To learn the concepts of leadership, communications, etc
- To understand real time issues and problems at grassroots
- To provide opportunity for learning various developmental initiatives at grassroots
- To learn from the experiential learning of the community through interaction with the local community
- To provide opportunity for interaction among students
  
- To provide a firsthand experience in participatory planning, monitoring, implementation, etc. of programmes.
- To provide opportunities to the students for creative expression of their potentialities and creativity.
- To acquire a method of reflective and analytical learning.

**Core Activities of the Camp:** Learning the concepts of leadership and communication, visits to households and interaction with family, community based organizations at grassroots and interaction, Farm and Nonfarm developmental activities/projects/livelihoods.

**Guidelines:**

Try to meet people in their houses, spend time with them, and share experiences (mutuality is to be stressed & not interview for gathering data) – Visit to minimum 3 families of different economic class- A maximum of 5 students in a group.

While visiting to CBOs at grass roots, projects, etc, approach them with a positive attitude, keep openness and focus on its inception, geography, activities, mile stones, resource mobilization, monitoring, documentation, appreciations received, results generated, problems being faced and measures adopted to overcome problems, networking/collaboration, etc.

Students should also concentrate of developing their skills like observation, Interview, empathy, listening, interpersonal relationship.

**Report:** At the end of the camp, each of the participants should submit a detailed narrative report of the camp to the faculty allotted and present the gist as per the format provided by the department.

### **Guidelines for narrative report preparation of the Camp/field work/internship/Study tour:**

1. Objectives (refer to the objectives)
2. Orientation given by the Department
3. Planning for the Camp/Field Work/Study tour/Internship
4. Summary table and Day wise Activities carried out
  - 4.1 Activity
  - 4.2 Roles/duties performed
  - 4.3. Major observations
5. Major learning (from the whole course of the programme)
6. Skills acquired/sharpened (from the whole course of the programme)
7. Difficulties/ constraints faced, if any and how it was tackled (During the whole course of the programme)
8. Overall evaluation of the Camp/Field Work/Internship
9. Suggestions for improvement of the Camp/Field Work/Internship
10. Conclusion

### **Field Work Evaluation**

#### **Criteria for evaluation**

<b>Sl No</b>	<b>Criteria</b>
1	Reporting
2	Skills demonstrated in the field
3	Evaluation by Faculty & Agency Supervisors
4	Seminar on Field Work

### Marks for the field work

SI No	Criteria	Measuring aspects of the criteria	Total Marks
1	Reporting	Regularity and punctuality in submission	5
		Ability to Integrate theory in reporting	
		Analysis of the field level situation	
		Language skills	
		Organising the report	
2	Skills demonstrated in the filed	Ability to solve problem	6
		Interaction with family/community/staff	
		Ability to mobilize resources	
		Programme organising skills	
		Identification of local resources	
		Effective communication	
3	Evaluation by Faculty & Agency Supervisors	Timely accomplishment of the assigned tasks/roles/works	4
		Ability in working in a team/with other people/groups	
		The extent to which the learning opportunities are used	
		Innovative ideas	
4	Seminar on Field Work	Organising the presentation in the given format	10
		Internalization of concepts and learning	
		Ability to answer to questions	
		Use of visuals, graphs, figures, etc	
<b>Grand Total</b>			<b>25</b>

PS: For Study Tour total mark is 75 and for Internship it is 50.